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ABSTRACT

This document contains teacher's materials that accompany Operation Storefront, the computer-assisted instruction package used in the Reading Assistance Program (RAP) that serves nonreading adults in Pasco County, Florida, who are 16 years or older and not in school. The target population for Operation Storefront is adults reading at or below the fourth grade level. The introduction gives some background on RAP and the problem of illiteracy it is intended to alleviate. Section 2 provides a rationale for computer-assisted instruction (CAI) and lists characteristics of undereducated adults, ways in which adult students differ from children who are students, motivational techniques particularly useful with undereducated adults, and strategies useful in overcoming computer anxiety. Section 3 describes RAP's reason for using CAI; objectives; staff resources; fundamental components (tutoring environment, tutoring materials, and trained tutors); procedure cycles in the program (recruitment, contact with tutor, matching contact with student, tutor with student, tutoring/learning, and sharing experiences); the computerized management system of the program; and a public awareness model involving a slide presentation. Section 4 describes the program evaluation model used at RAP. The appendices contain a graphic representation of the volunteer and student cycle, a volunteer application form, a job description for volunteers, a form on which to record information about those telephoning RAP, a student information form, instructions for using the computer, copies of computer screens from program management software, a student questionnaire, and a tutor questionnaire. A 19-item bibliography concludes the document. (CML)

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OPERATION STOREFRONT

A Computer-Assisted Instruction Component of the Reading Assistance Program (RAP)

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Funded by:
Florida Department of Education
Section 353 Project Grant

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I. INTRODUCTION

Background

The problem and scope of adult illiteracy has received much attention throughout the nation. Functional illiteracy costs the national economy billions a year in unemployment and welfare benefits. Literacy Volunteers of America calculates $237 billion lost each year in unrealized earnings due to functional illiteracy. Forty percent of adults with annual incomes under $5,000 are functionally illiterate.

Florida has an adult population (16 years and older) of over 9 million people. Approximately 2.7 million of these adults (or 30%) have completed 8 or fewer years of formal education.

Locally, the illiteracy problem is acute. According to the 1980 census, 44 percent of Pasco County's population had less than an 8th grade education; 22 percent were functionally illiterate. An average income of $6,376 compares unfavorably with the state average of $9,511.

However, statistics do not tell the whole story. Illiteracy is a problem of enormous magnitude, creating a major barrier to individual self-sufficiency. The workplace is changing in this age of technology. Factory jobs that have not required reading ability are no longer available.

A heavy price is being paid by employers in offices and factories for mistakes and low productivity caused by worker illiteracy. In practical terms, illiterate adults cost their companies millions of dollars in:

- low productivity
- workplace accidents
- absenteeism
- poor product quality
- lost management and supervisory time.

In addition to the economic problem caused by illiteracy, there is also a loss of basic human dignity. The following quotes from people who cannot read are indicative of how the problem affects self-esteem.

Mr. K: "Not being able to read is 20th Century leprosy because people treat you different. If the boss finds out, you lose credit in his/her eyes. If you tell friends, they start treating you like a child."

Ginny: "It bothers you if you can't read, and if you can't read to your children, it bothers you more. One day I tried reading from the pictures and Bobby, my 5 year old, said 'Mommy, that's not right'."

Ernie: "I need a job, but I can't fill out an application. Sometimes they won't let you take it home so you can get help."

Tom: "When I take my girl to a restaurant, I ask her to choose something for both of us, because I can't read the menu. I've eaten some weird things."

Legislation

In Florida, the 1987 Legislature passed the Adult Literacy Act which mandates "each local educational agency shall develop and submit a local literacy plan to the Commissioner of Education for review and subsequent approval or disapproval."

Pasco County recognized the problem of illiteracy in the county and in 1986 developed a Reading Assistance Program (RAP) as an integral part of its Adult Basic Education Program. Therefore, the Legislative Act was welcomed and considered an important forward step in combating illiteracy in the state.

Reading Assistance Program

The District School Board is the sole provider of adult literacy programs in Pasco County. The Reading Assistance Program (RAP) serves adult non-readers, 16 years of age and older, and out of school. RAP is an individualized program which provides one-to-one tutorial instruction permitting personalized goal setting and self-pacing with the guidance of a trained volunteer tutor.

Operation Storefront was developed as a Computer Assisted Instruction (CAI) component of RAP. The target population is adults reading at or below 4th grade level.

II. RATIONALE FOR COMPUTER-ASSISTED INSTRUCTION

The Computer Age

The U.S. Department of Labor estimates that 2 million people will be employed in occupations directly related to computers by 1995. Millions of others will be required to use computers as routine parts of their jobs. Based on these projections, computer literacy will soon be as basic as reading and writing. As the use of technology becomes more widespread, leaders in adult education must gain a perspective about its role in working with adult learners.

Computers in Instruction

Given the large gap between the millions of adult illiterates and the shortage of teachers and funds to serve them, the merits of computers in literacy programs must be considered.

For many people, computers have a "holding power" that makes it difficult to put them aside. Literacy workers say the appeal of computers increases participation and motivates students to stay with instruction.

Computers provide a mode of learning which has no reminders of school failures. Adults who have not learned to read through the use of traditional methods have had dramatic results with computers.

As adults learn basic reading skills using computers, they also learn about computers. Operational techniques absorbed as a by-product become marketable skills. These adults gain confidence in themselves and stand a better chance of competing for entry-level word processing jobs and job-training programs.

Computers are effective instructional tools. They increase attention span and patience, provide individualization, and give positive feedback. Because computers can repeat the same question, react without impatience or irritation, and provide the privacy that protects from embarrassment, they protect the often fragile ego of the illiterate adult. The student receives positive reinforcement from the computer responses and the instructor.

The Adult Learner

An adult literacy program must address the implications of the following characteristics of the undereducated adult:

1. Varying levels of intelligence.
2. Attitudes, goals and values that differ from upper and middle class norms.
3. Lack of self-confidence.
4. Tendency to lose interest.
5. Weak motivation.
6. Fear of school.
7. "Live for Today" philosophy.
8. Living at low socioeconomic level.
9. Sensitivity to non-verbal forms of communication.
10. Hostility toward authority.

Attention to the characteristics of adults as learners in comparison to children is also important.

1. Adults have had more experience which gives them insight into relationships and what is likely to work and what is not.

2. Adults enjoy having their talents and knowledge used during a teaching situation.
3. Adults are more realistic; they no longer see life through rose-colored glasses.
4. Adults attend classes often with a mixed set of motives--educational, social, recreational, and sometimes out of a sense of duty.
5. Adults do not comprise a captive audience. They attend voluntarily and if interest is lacking, they are inclined to stop attending.
6. Adults have needs which are more concrete and immediate than those of children. They are impatient with theory unless it is applied to practical problems.
7. Adults are used to being treated as mature people and resent having teachers talk down to them.
8. Adults through their fifties, and sometimes well beyond that, can learn as well as youth although they may not perform some tasks as rapidly as children.
9. Adults are sometimes fatigued when they attend classes. They appreciate any teaching devices which add interest and a sense of liveliness, variety of method, audio-visuals, change of pace and a sense of humor.

Recognizing the implications of the distinguishing traits of adult learners was a factor in the decision to use computer assisted instruction (CAI) in the Reading Assistance Program. CAI has significant potential in addressing the distinct needs of illiterate adults.

Meeting the Needs of Adult Learners

An effective literacy program is one that best supports the adult learners in attaining literacy needs. It is a momentous occasion when an illiterate adult decides to learn to read and the decision should be treated with respect. It is important that the learner be involved in the learning process. Operation Storefront uses a one-to-one instructional teaching method for the following reasons: (1) it gives the student more intensive individual attention; (2) it benefits the adult non-reader who for social or personal reasons may not function well in a classroom environment; and (3) the student and tutor build a warmer, closer relationship that makes the teaching/learning process more comfortable and effective for both student and tutor.

The self-esteem of the illiterate adult suffers from the inability to read, and it is of the utmost importance that the tutor listen to and encourage student expressions of need.

The learner's needs may relate to children and family life, job skills, religion, transportation, general health, legal rights, social skills, needs as a consumer, etc. The tutor must help the learner set realistic goals for meeting these needs and continuously motivate him/her toward achieving them.

Motivational techniques include:

- Encouraging possibility thinking
- Ensuring frequent successes
- Praising every true success
- Scheduling more frequent lessons
- Checking progress continuously

- Using instructional materials keyed to specific needs or interests

The illiterate adult often does not know how to locate services dealing with problems such as employment, economic assistance, housing, legal matters, specific health problems, taxes, etc. Tutors are provided a list of local referrals for dealing with these resource needs. It is a way of personalizing the program to support the learner.

Computer Anxiety

Computer anxiety is an important factor to be considered. There is an unnatural degree of fear that can seriously inhibit one's ability to deal rationally with, or learn to use, computers.

Research indicates that negative attitudes toward computers are not inherently characteristic of adults. Most adults do not feel threatened by computers. However, there are indications that being female, older, and years beyond school are characteristics associated with less positive and somewhat more apprehensive attitudes toward computers. Many of the illiterate adults in Pasco County fall within this category. It is imperative that computer assisted instruction (CAI) should be as simple and non-threatening as possible.

Operation Storefront utilizes the following strategies to minimize anxiety and negative attitudes toward computers:

1. Instruction on a one-to-one basis (1 + 1 = SUCCESS).
2. A trained tutor who serves as an encouraging partner.
3. Oral explanations that demystify computers. (The computer will not blow up if the wrong key is hit, etc.)
4. Refraining from overloading student with too many details and

irrelevances.

5. Schedules which provide low-pressure, uninterrupted periods for hands-on practice.
6. Starting with the basics. (A simple step-by-step cassette guide introduces the computer operation and the instructional software.)
7. Specifically developed software with the following distinctive qualities:
   - requires little or no reading ability.
   - absolute simplicity of use. (Pointing and clicking the computer mouse is the only skill needed to use the program.)
   - utilizes the familiar Laubach graphics, skills development, principles, and controlled vocabulary.
   - self-pacing.
   - self-correcting.
   - non-threatening.
   - reinforces skills assignments in the Laubach skillbooks.

III. DEMONSTRATION PROJECT

Recognizing Need for CAI

Recognizing that the scope of RAP was not broad enough to keep pace with the rising adult illiteracy rate in the county, educational leaders began looking for ways to improve the program. As a result of the study, Operation Storefront has become a Computer Assisted Instruction (CAI) component of RAP with the goal of improving instruction for the basic illiterate through the use of CAI.

Objectives

The demonstration model objectives include the following:

1. Design a storefront computer-assisted instruction adult literacy model which will:
   a. Enroll a minimum of fifty (50) illiterate adult students and a minimum of fifty (50) volunteer tutors.
   b. Retain 80 percent of the students and 90 percent of the volunteers enrolled in the program.
2. Solicit and obtain the involvement and support of the private sector and community agencies.
3. Develop a public awareness campaign model to disseminate information about the demonstration project and the illiteracy problem.

Staff Resources

Staffing needs are met with a combination of paid and volunteer staff. Operation Storefront grant stipulates the following paid staff:

1. One part-time Project Coordinator whose responsibilities include developing a Diffusion Plan designed to disseminate information about the demonstration model.
2. Two full-time RAP Program Coordinators.
3. Two part-time assistants.
4. A VISTA Project provides ten (10) volunteer recruiters for the RAP program. Responsibilities of the recruiters include:
   - Identifying previously enrolled students.
   - Recruiting students through adult education programs, state government, local government service agency referrals, community volunteers and personal contact.
   - Identifying channels of public awareness.
   - Designing project information awareness packet and posters.
5. There are many non-paid workers in the program. All tutors are volunteers and the two retired teachers who provide much of the training for tutors are also volunteers.
6. Two groups which lend support, input, and guidance to Operation Storefront are the RAP Advisory Council and the Pasco County Adult Literacy Task Force.

   a. Advisory Council

The main purpose of the RAP Advisory Council is to increase the number of literate people in Pasco County and ultimately the state and nation. Membership of the council is made up of people selected by the committee and the Supervisor of

Adult and Community Education. There are 15 members including one literacy student and representatives from diverse groups and geographical areas of the county. Specific goals include:

1. Make the general public aware of the availability of the RAP program by continuing to open lines of communication among RAP personnel and community organizations.
2. Recruit potential students for the program and be available to assist the program recruiter.
3. Recruit volunteer tutors for the program.
4. Evaluate the program on an annual basis.
5. Submit to the Supervisor of Adult and Community Education an annual summary of the Advisory Council activities.

b. Adult Literacy Task Force

In compliance with the Florida Adult Literacy Act, the District School Board of Pasco County Adult Literacy Task Force was organized. Task Force members represent numerous sectors of the county including Private Industry Council (PIC), HRS - Project Independence, Job Services of Florida, Farm Workers Self-Help, Zephyrhills Correctional Institute, County Government, School Board, Library Media, and a Reading Assistance Program (RAP) literacy student representative. Task Force activities include the development of needs assessment, identification of the targeted population, recruitment of students and volunteers, generation of incentive strategies for students, volunteers, and referral agencies, and coordinated planning and implementation of the District School Board's Literacy Plan. The mission of the Task

Force is to provide input for the development of the Literacy Plan. Four objectives include: (1) Define the illiteracy problem in Pasco County (2) Develop strategies for decreasing illiteracy (3) Reinforce the value of literacy among the diverse groups in Pasco County, and (4) Determine existing literacy resources and coordinate efforts to increase literacy among the adult population.

Fundamental Components

The target population which the program recruits and instructs is the basic illiterate. For this group, a systematic development of basic reading and writing skills is important. Three fundamental program components are essential in order for adult non-readers to be successful:

1. Physical surroundings that provide an interesting, comfortable environment which is conducive to learning.
2. Instructional materials which are appropriate to the learner's abilities, goals and interests.
3. Trained tutors who provide instruction in a supportive one-to-one relationship.

Each of these components is an integral part of Operation Storefront.

Component 1 -- Tutoring Environment

The demonstration model departs from the practice of requiring adult literacy students to attend structured classes housed in traditional facilities. The Storefront project is housed in two facilities made available by the School Board of Pasco County and the Private Industry Council (PIC)--one in Evergreen Mall, New Port Richey and the other in Embassy Plaza, Dade City. The malls are on major highways

and are highly accessible to both students and volunteer tutors. Other tutoring sites include nursing homes, attorney's offices, banks, adult education centers, churches, funeral homes, and schools.

Component 2 -- Tutoring Materials

a. Basic

Laubach Way to Reading serves as the core curriculum for the RAP Program. As the need arises to further personalize the program, tutors use supplementary materials such as: Driver's License Manuals, menus, application forms, blank check books, etc. High interest - low vocabulary books and materials are available at county and city libraries.

Laubach is a basic reading program developed primarily for adults with little or no reading ability. It provides a systematic development of basic reading and writing skills backed by more than 50 years of continuous experience in literary education.

The principles upon which Laubach lessons are based include:

- Establishing letter-sound relationships.
- Learning through association.
- Moving from the known to the unknown.
- Familiar vocabulary introduced.
- Use of repetition to strengthen the visual image.
- Use of meaningful context.
- Something new in each lesson.

- Independence in learning.
- Learning reading and writing together.
- Lessons that are easy to teach.

b. Computer Software

A combination of hardware, software and expertise was needed to create a computer application requiring minimal reading and computer skills for the user. The Macintosh computer was chosen for its capability of high resolution graphics, realistic human voice interface, and absolute simplicity of use. Other advantages are affordability, portability, and ability to be used as a management tool for RAP.

"Word Attack" (Macintosh) is a six-part vocabulary building program. It is an effective tool to expand and strengthen vocabulary and word recognition. The program establishes student progress files and reinforces learning through the use of quizzes. Word Attack also includes games and activities to retain the interest of the learner.

"Where in the World is Carmen San Diego?" (Macintosh) helps to improve geographical skills and encourages the use of logic by requiring clues to be proven as hard evidence. A copy of the USA map and World Almanac are included with the program.

"Microsoft Works" (Macintosh) is used in the program for recordkeeping purposes. All student and volunteer data are maintained with this software program.

"Kids Time" (Macintosh) includes five educational games that encourage creativity through the use of letters/pictures matching exercises. Story Writer helps the student create stories and picture stories. Several stories are included on the disk that can be read and listened to.

Component 3. Trained Tutors

Tutors are required to attend 12 hours of training in working with adults and in using Laubach and the computer as materials for instruction. The training period is an informal setting in which trainers utilize various methods of teaching, including role playing and demonstrations.

Training schedules are dictated by the needs of the volunteer tutors. Sessions usually consist of two (2) six-hour daytime classes, or three (3) four-hour nightime classes. When a pool of potential tutors is available for training, schedules are planned accordingly.

Staff personnel is available for follow-up consultation, encouragement, and support. Special events are planned periodically to give tutors a chance to share experiences, socialize, and learn from each other.

Procedure Cycles in the Program

Operation Storefront involves a number of procedures in an on-going cycle for volunteer tutors and students. (See Appendix A)

Recruitment

For both tutors and students, the process begins with recruitment. A concerted effort is made to obtain involvement and support of the private sector and community agencies in the search for volunteers and adult learner candidates. Hopefully, people with access to the target population will serve as recruiters. The public awareness and recruitment campaign disseminates information by using the following techniques:

1. Presentations by staff personnel at civic clubs, business associations,

church affiliations, social organizations, schools, and senior citizen meetings.

2. Use of media. News releases for radio, television, newspapers, newsletters, church bulletins, etc.
3. Billboard signs.
4. Staff attended booths at flea markets, malls, supermarkets, department stores, HRS-Project Independence, offices, and county fairs.
5. Flyers and brochures distributed and posters displayed in schools, libraries, business offices, conference rooms, beauty salons, laundromats, government offices, common rooms in housing projects, etc.
6. Door-to-door contacts.
7. Contact with parole officers and correctional institutions.
8. Involvement with employment, school and welfare counselors, community outreach workers, civic and community organizations and churches.
9. Telephone conversations, especially the publicized toll-free 1-800-843-1RAP Hotline.
10. Personal contacts by friends of the program.
11. Follow-up contacts with student drop-outs.

Contact with Tutor

The first contact with the prospective tutor is usually by telephone or

personal contact. An information packet, including a job description, training requirements, etc., is sent to the inquirer by mail. (See Appendices B and C) A member of the staff will follow-up with a call-back seeking commitment and giving information about the next training session.

Contact with Student

The initial contact with the student is crucial. Whether by telephone or personal contact, prospective students are given encouragement and assurance of confidentially. (See Appendix D)

The RAP Coordinator is trained to conduct the first interview in a warm, non-threatening manner. (See Appendix E) Assessment of reading level is usually accomplished at this meeting. One, or a combination of the following tests are administered:

- Test of Adult Basic Education Scanner
- Test of Adult Basic Education (TABE)
- Laubach Way to Reading Placement

The assessment determines at which of the four Laubach levels instruction should begin.

Matching Tutor and Student

The tutor is now trained and the student's placement level has been determined. The tutor/student matching process begins at this point.

Variables that must be considered are:

- availability of day, time, and tutoring site for each person involved
- personalities

- placement level of student
- male or female preference of student and/or tutor

After careful matching, the Operation Storefront Coordinator schedules an introductory meeting. Goals and plans are discussed and a tentative tutoring schedule is established. Changes in schedule may be made later if both tutor and student agree, but the tutor is expected to notify RAP of the changes.

Tutoring/Learning

The tutoring period begins. Two, one-and-a-half to two-hour tutoring sessions per week are scheduled. After experiencing the computer as non-threatening and useful, students often ask for additional sessions. The tutor is present for assistance and encouragement in CAI even though the student may learn to proceed independently. (See Appendix F)

The program has a built-in, on-going evaluation system. At the successful completion of each level, the student is awarded a certificate.

Sharing Experiences

In order to give tutors a chance to share experiences, support meetings are planned periodically. These may take the form of coffees, teas, or luncheons.

Opportunities are given for students to share experiences through writing letters to their tutors, their family or friends. With permission, these letters are printed signed/unsigned in the RAP Newsletter or other publications.

Occasionally, students decide to "go public." When this happens, feature articles and news releases are printed in local newspapers, with the students' permission. Students also participate in presentations and recruitment activities.

Computerized Management System of Program

The Microcomputer Specialist who developed instructional software for Operation Storefront also developed a computerized management system for use with the Macintosh. The system simplifies record-keeping and the tutor/student matching process. It also prints mailing address labels.

All data requested on the student and tutor registration forms and Monthly Hour forms are fed into the computer management system. The hours for each quarter of the year and total year are automatically calculated from the monthly hours entered.

The following forms have been designed for the computer management system.

RAP Student Database (See Appendix G)

RAP Student Monthly Hours Database (See Appendix H)

RAP Tutor Monthly and Registration Database (See Appendix I)

Public Awareness Model

A slide presentation has been developed and is being used to disseminate information about the demonstration project.

IV. EVALUATION

An evaluation model has been developed in accordance with the projects stated goals and objectives. Formative data are collected on a regular basis through the use of self-pacing, self-correcting exercises.

Pre-and Post-instruction questionnaires have been developed for both students and tutors. (See Appendices J, K) Questionnaire items deal with the perceptions of both the student and the tutor. Training for administering the Student Questionnaire is given during the initial volunteer tutor workshop. Student Questionnaires are administered prior to Computer-Assisted Instruction (CAI). The tutor responds to the questionnaire during the initial volunteer tutor training workshop.

Objectives of the model include the following:

1. To compare the learner's perceptions of CAI before and after CAI instruction.
2. To compare the tutor's perceptions of CAI before and after CAI instruction.

Expected CAI learner outcomes include the following:

1. Increased self-confidence in order to become active self-motivated learners.
2. Improved reading skills in order to improve the learner's economic and job status.

Expected tutor outcomes include the following:

1. Increased self-confidence to become more competent tutors.
2. Increased interest in the use of CAI as a teaching strategy/tool.

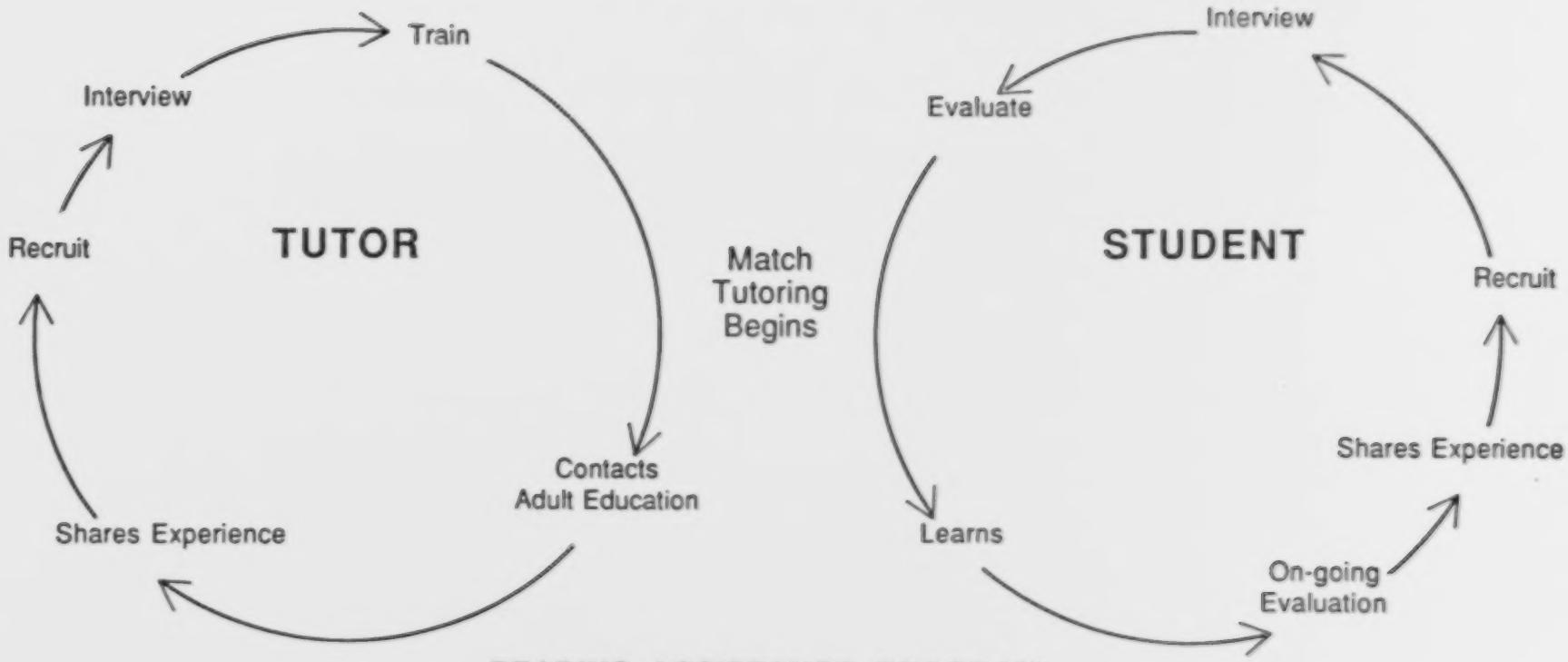
3. More efficient utilization of tutoring time.

Expected community outcomes of Operation Storefront:

1. Increased awareness of the illiteracy problem to inform other community-based programs and human service agencies so that referrals and cooperation among agencies will increase.
2. Increased level of awareness among the business community , the public-at-large, and elected officials so that both private and public support for, and involvement in, adult literacy may be increased.

APPENDIX

VOLUNTEER/STUDENT CYCLE



READING ASSISTANCE PROGRAM

READ

District School Board of Pasco County
7227 U. S. Highway 41
Land O'Lakes, Florida 34639
1-800-843-1727

APPENDIX A

MIS Form #62
Revised 6/87

District School Board of Pasco County

VOLUNTEER APPLICATION - REREGISTRATION

1988 - 1989

PLEASE TYPE OR PRINT

DATE OF REGISTRATION _____ SCHOOL _____

MISS
MRS. _____
MR.
LAST FIRST MIDDLE

ADDRESS: _____
NUMBER STREET CITY STATE ZIP CODE

TELEPHONE NUMBER: _____ DATE OF BIRTH: _____

Highest Level of Education: _____ Foreign Language: _____

Physical limitations: _____ Emergency Contact's Name _____

_____ Emergency Contact's Phone Number _____

Are you a registered RSVP volunteer? Yes _____ No _____

Have you previously enrolled as a Pasco County School Volunteer? Yes _____ No _____

Do you have a School Volunteer Pin? Yes _____ No _____

Do you volunteer at another school or community agency? Yes _____ No _____

If so, where? _____

TO BE COMPLETED BY RESOURCE PERSON

SUBJECT AREA OF PRESENTATION _____

VOLUNTEER INFORMATION*

CHECK AREAS INTERESTED IN:

Reading _____ Individual work with students _____ Media _____ Clinic _____

Adult Literacy _____ Math _____ Small Group Work _____ Resource _____

Arts & Crafts _____ Clerical _____ Other _____

Time Available: AM _____ PM _____ Day Available _____

*Need not be completed by Resource Person

PERSONAL INQUIRY WAIVER

I hereby release the District School Board of Pasco County from liability or damages which may result from any personal inquiry search.

Volunteer's Signature: _____

Social Security Number: _____

CONTACT PERSON'S SIGNATURE: _____ DATE: _____

DISTRIBUTION OF COPIES: ORIGINAL - District Office After Review By Principal (VOLUNTEER PROGRAMS)
CANARY - School Volunteer Program Contact Person
PINK - Teacher

APPENDIX B

READING ASSISTANCE PROGRAM (RAP)
VOLUNTEER JOB DESCRIPTION

TITLE: Reading Tutor

DUTIES AND RESPONSIBILITIES:
Attend the 13 hour RAP training workshop
Tutor one student a minimum of 1 1/2 hours twice per week
Notify student prior to any necessary absence
Complete necessary forms
Return forms to the office by specified dates
Follow course of instruction outlined by trainers
Assist student with other skills related to personal needs and goals, i.e., letter writing, job applications

TIME REQUIREMENTS:
Initial training for 13 hours
3 hours per week with student*

TRAINING:
Thirteen hours formal training spread over 2 days. Training deals with the psychology of the undereducated adult learner, the use of a basic reading series as well as supplemental methods and materials for teaching reading.

QUALIFICATIONS:
Willingness to carry out duties and responsibilities as outlined
Ability to read
Belief that adults can learn--positive thinking
Empathy with others
Enthusiasm
Patience
Willingness to accept other viewpoints
Desire to help others

*NOTE
This position depends upon the availability of a student. Every effort is made to match a tutor with a student. Match is based on compatibility, student/tutor requested day and time.

RAP RESPONSIBILITIES
Provide training and materials
Provide continual support
Provide information about materials and lesson preparation--answer questions

APPENDIX C

READING ASSISTANCE PROGRAM

READING ASSISTANCE PROGRAM, GOOD MORNING/AFTERNOON!

THIS IS _____, CAN I HELP YOU?

(person will explain his/her reason for calling)

VERY GOOD!

COULD I PLEASE HAVE YOUR NAME AND ADDRESS?

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

COUNTY _____

WE WILL BE SENDING YOUR INFORMATION TO _____COUNTY

AND SOMEONE WILL CONTACT YOU WITHIN THE NEXT FEW DAYS. IF

YOU WOULD LIKE, YOU CAN CALL YOUR COUNTY'S PROGRAM.

DO YOU HAVE A TELEPHONE?

YOUR NUMBER PLEASE _____

WHEN IS THE BEST TIME TO REACH YOU? _____

HOW DID YOU HEAR ABOUT THE PROGRAM?

POSTER ___ BROCHURE ___ RADIO ___ FRIEND ___

BILLBOARD ___ TELEVISION ___ NEWSPAPER ___ OTHER ___

COMMENTS: _____

_____

THANK YOU FOR CALLING!

VOLUNTEER _____ STUDENT _____ DATE/TIME OF CALL: _____

DATE OF REFERRAL: _____

STUDENTS ONLY - Are your family members aware of this call?

yes _____ no _____

APPENDIX D

District School Board of Pasco County
RAP Student Input Form

Last name First name Middle Initial Title (Mr., Mrs.,etc.)

Address Subdivision City State ZIP

Date of Birth (,DD/MM/YY) City of Birth State of Birth

State in Which You Attended School Highest Grade Completed ESOL? Y/N Florida Student Number

Marital Status? (S/M/D/W) If married, Spouse's Name

If married, is your spouse aware that you cannot read? Y/N _____

If you have children, are your children aware that you cannot read? Y/N _____

If you are employed, is your employer aware that you cannot read? Y/N _____

Are you employed? Y/N _____ Beginning date of employment begun while a RAP student _____

Name of Employer Occupation

Initial Contact date _____ Referral Source Code _____ Reentry? Y/N _____

Does the student have a release form signed? Y/N _____

Interview & TABE date _____ Entry Level Competence _____

TABE Level: ____ TABE Form: ____ Vocabulary: ____ Comprehension: ____ Total: ____ Entry Bk:____

Teacher Preference M/F: ____ Prefer Meeting Place _____ Prefer Meeting Days ____ AM/PM _____

Tutor (last name, first name) _____

Meeting Place _____ Standard Code? Y/N____ Meet Day(s) _____ Time____ Total Hours/Week____

Placement date _____ Date Notified _____ Beginning Instruction Date _____

Date Job Promotion _____ Date Self Sufficient/Self Reliant _____ Date Pass GED _____

Separation Date from RAP _____ Separation Code _____ Referred to _____

Why do you feel you did not learn to read? _____

_____

Why do you feel it is important to learn how to read <u>now</u>? _____

_____

APPENDIX E

Meet MAC

1)Turn on the "surge protector".
2)Turn MAC on/button on left in back .
3)Remove "mouse from house.
4)Place cursor arrow on the menu bar by moving the mouse to file. WAIT!
5)Hold down mouse button. Release button on open.
6)Click 2 times on folder labeled "Laubach Computer Program" WAIT!
7)Click 2 times on "Home". WAIT!

APPENDIX F

Meet MAC Cont.

8)Click on the book you want to work in. WAIT!

9)Oral directions for the rest of the program.

10)Click in box to "Quit".

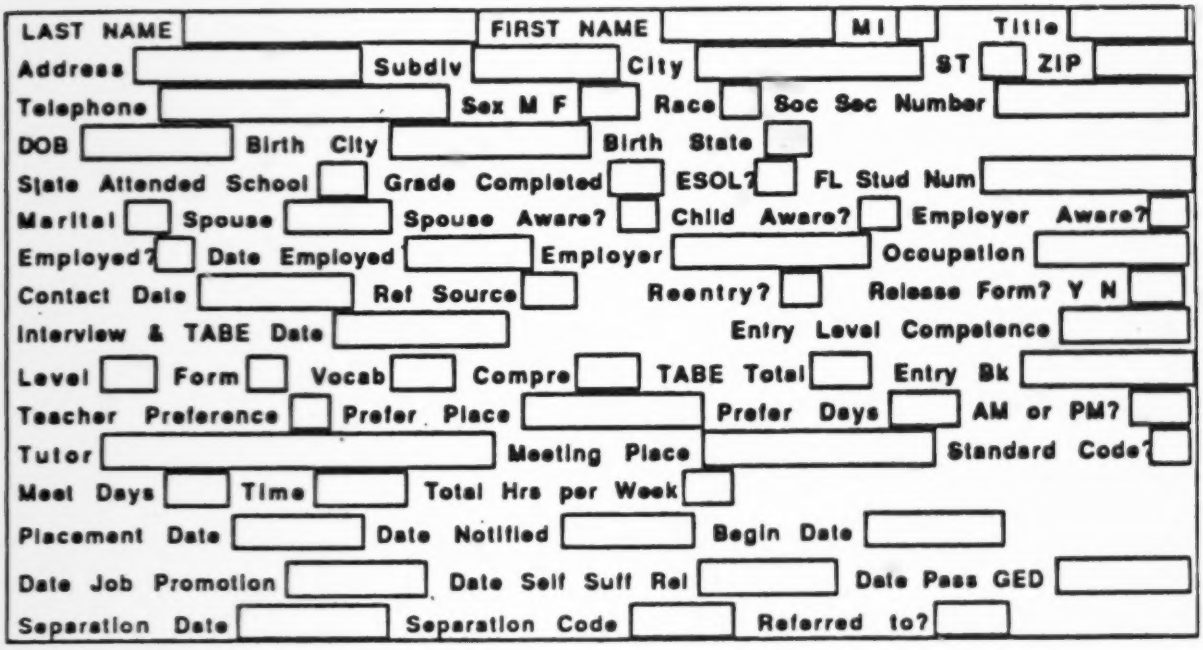
11)Clear windows by clicking in small box in left side of sceen(beneath the apple).

12)Clear window.

13)Move cursor to Special in Menu. Hold down cursor to "Shut Down".

14)You may now switch off MAC safely.

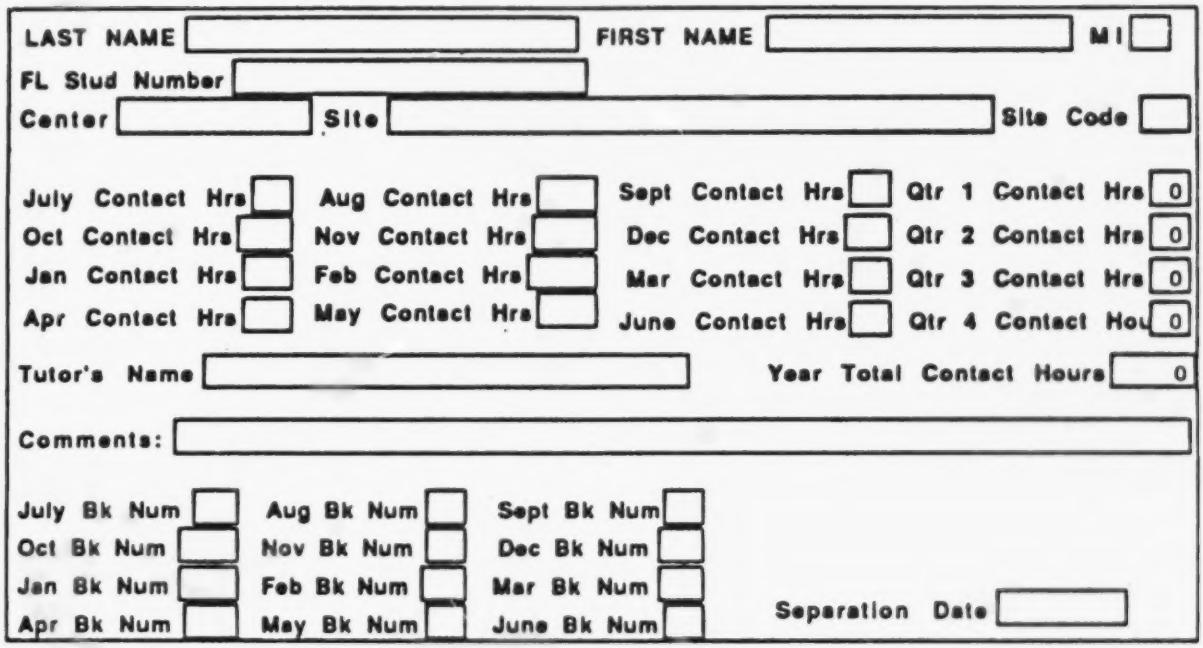
RAP Student Database



This is a screen dump of the RAP Student database in the single record layout. You can switch from the single to the multiple record layout by holding down on <apple> and pressing <L>. Remember to use <tab> to move from field to field as you enter the data.

APPENDIX G

RAP Student Monthly Hours Database

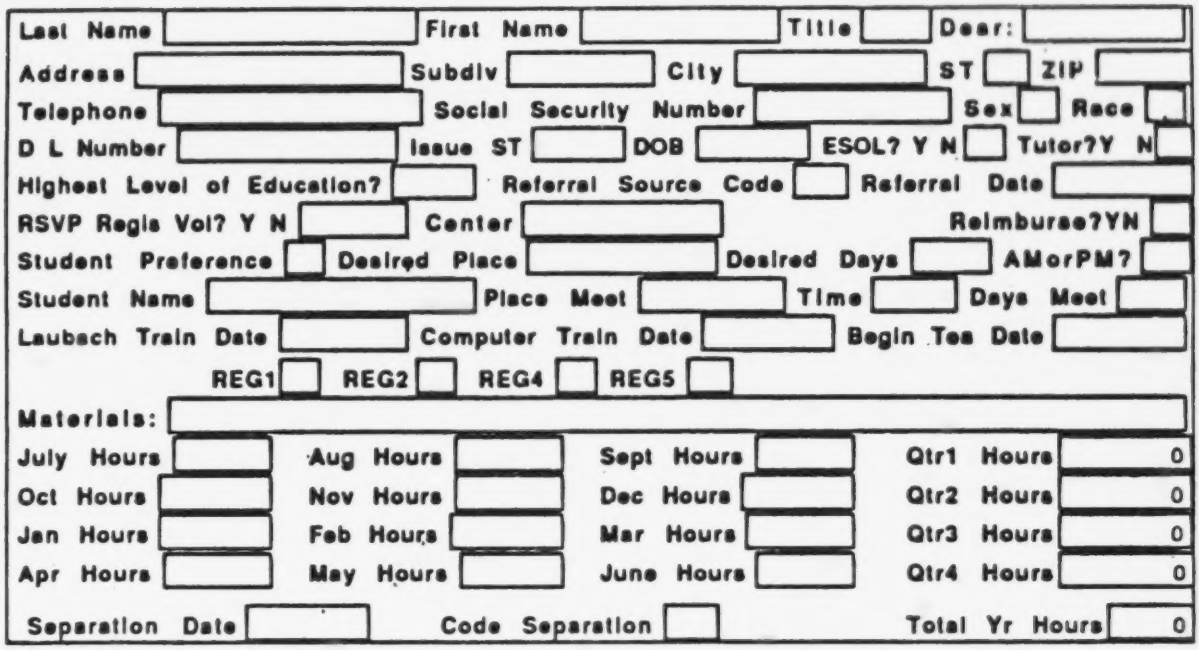


This is a screen dump of the RAP Student Monthly Hours database in the single record layout. You can switch from the single to the multiple record layout by holding down on <apple> and pressing <L>. Remember to use <tab> to move from field to field as you enter the data.

The database will not allow you to enter a number in any of the quarter fields or the Year Total field because these fields are automatically calculated from the monthly hours you enter.

APPENDIX H

RAP Tutor Monthly and Registration Database



This is a screen dump of the RAP Tutor Monthly & Registration database in the single record layout. You can switch from the single to the multiple record layout by holding down on <apple> and pressing <L>. Remember to use <tab> to move from field to field as you enter the data.

The database will not allow you to enter a number in any of the quarter fields or the Year Total field because these fields are automatically calculated from the monthly hours you enter.

APPENDIX I

RAP Tutor Demographic Basic

Last Name	First Name	Title	Dear:	Address	City	Subdiv	ST	ZIP	Telephone
Cook	Sherry	Ms	Sherry	123 Apple Lane	New Port Richey	Gulf Harbors	FL	34652	813-843-3207
Jones	Bob	Mr.	Mr. Jones	456 Cherry Street	New Port Richey	Vetrans Village	FL	33552	813-372-6235
Smith	Janet	Miss	Janet	8765 Hill Top Dr	Dade City	Orange Grove	FL	33525	305-456-1121
Wyman	Barbara	Mrs	Barb	262 Willowbrook Drive	North Brunswick	Hidden Lakes	NJ	08902	201-821-5729 x345

This report is printed from the **RAP Tutor Monthly & Regis** file. Open the file and Sort your data however you want it printed BEFORE you go to the Reports menu. Most of the time you will want it sorted by the Tutors' last names. If so, just click on any last name, go up to Organize, pull down to Sort..., click on OK for an a->z sort.

Now go up to **Report**, pull down to **Select Report**; this is **Tutor Demographic Basic**; double click on the name of the report you want. Once in the report, go to **File**, pull down to **Page Setup...** The header, footer, and print quality should all be set, but sometimes (gremlins do live, and they live in computers!) the Page Setup doesn't "hold" the **Orientation** setting. Make sure the little man shown sideways is highlighted; if he isn't, give him a click and then click **OK**. Now your report will print out sideways like this sample. Now go to **File** again and pull down to **Print...** click on the print quality you want, change the number of copies you want, and finally, click on **OK**. That's it!

Additional hints:

Paper positioning -

Make sure that you always adjust the printer paper with either the printer power OFF (no green lights) or with the Select light off. (By the way, the Print Quality button is meaningless when you work on a Mac; it's for the poor people still functioning on the Apple // series of computers.) Advance the first sheet of paper — yes, you should always "waste" the first sheet or it can become caught and make a mess! — so that the page perforation is under the silver metal bar that holds the paper to the platen (roller).

Now, depending on whether you had the printer OFF or just the Select light OFF, turn on the computer or push the Select button so that both the on/off and Select lights are on and green.

RAP Tutor Demographic PART 2

Last Name	First Name	D L Number	Issue	Social Secur	DOB	S	Race	Highest	Referral	Ref	RSVP	Laubach Tr	Begin Tea	Computer
Cook	Sherry	E1245876	FL	394-50-1234	10/26/65	F	1	College	7/2/88	1	Y	10/10/88	11/2/88	10/12/88
Jones	Bob	J7896541	FL	393-50-3467	3/8/47	M	1	12	8/24/88	2	Y	10/10/88	10/15/88	10/12/88
Smith	Janet	N/A		394-55-3467	5/3/22	F	1	12	9/25/88	3	Y	10/10/88		10/12/88
Wyman	Barbara	W1234567	NJ	394-50-3467	2/27/48	F	1	Grad.	7/6/88	4	Y	10/10/88	10/10/88	10/12/88

This report is printed from the **RAP Tutor Monthly & Regis** file. Open the file and Sort your data however you want it printed BEFORE you go to the Reports menu. Most of the time you will want it sorted by the Tutors' last names. If so, just click on any last name, go up to Organize, pull down to Sort..., click on OK for an a->z sort.

Now go up to **Report**, pull down to **Select Report**; this is **Tutor Demographic Part 2**; double click on the name of the report you want. Once in the report, go to **File**, pull down to **Page Setup...** The header, footer, and print quality should all be set, but sometimes (gremlins do live, and they live in computers!) the Page Setup doesn't "hold" the **Orientation** setting. Make sure the little man shown sideways is highlighted; if he isn't, give him a click and then click **OK**. Now your report will print out sideways like this sample. Now go to **File** again and pull down to **Print...** click on the print quality you want, change the number of copies you want, and finally, click on **OK**. That's it!

Additional hints:

Paper positioning -

Make sure that you always adjust the printer paper with either the printer power OFF (no green lights) or with the Select light off. (By the way, the Print Quality button is meaningless when you work on a Mac; it's for the poor people still functioning on the Apple // series of computers.) Advance the first sheet of paper — yes, you should always "waste" the first sheet or it can become caught and make a mess! — so that the page perforation is under the silver metal bar that holds the paper to the platen (roller).

Now, depending on whether you had the printer OFF or just the Select light OFF, turn on the computer or push the Select button so that both the on/off and Select lights are on and green.

Tutor Student Match

Last Name	First Name	Telephone	S	ESOL	Tutor	Center	Stud	Desired Place	Desired	AMorPM	Student Name	Place	Time	Days
Cook	Sherry	813-848-3207	F	N	Y	Schwettman	F	Schwettman	M	AM	Greg Johnson		9-11	M
Jones	Bob	813-372-6235	M	Y	Y	Schwettman	M	Schwettman	T	PM	Robert Ortega			T
Smith	Janet	305-456-1121	F	N	N	MMEC		MMEC	W	AM				
Wyman	Barbara	201-821-5729	F	N	Y	Schwettman	F	McDonald's	R	PM	Robert Longname		11-12	R

This report is printed from the **RAP Tutor Monthly & Regis** file. Open the file and Sort your data however you want it printed BEFORE you go to the Reports menu. Most of the time you will want it sorted by the Tutors' last names. If so, just click on any last name, go up to Organize, pull down to Sort..., click on OK for an a->z sort.
Now go up to **Report**, pull down to **Select Report**; this is **Tutor & Student Match;** double click on the name of the report you want. Once in the report, go to **File**, pull down to **Print...** click on the print quality you want, change the number of copies you want, and finally, click on **OK**. That's it!

Additional hints:
Paper positioning -
Make sure that you always adjust the printer paper with either the printer power OFF (no green lights) or with the Select light off. (By the way, the Print Quality button is meaningless when you work on a Mac; it's for the poor people still functioning on the Apple // series of computers.) Advance the first sheet of paper — yes, you should always "waste" the first sheet or it can become caught and make a mess! — so that the page perforation is under the silver metal bar that holds the paper to the platen (roller).
Now, depending on whether you had the printer OFF or just the Select light OFF, turn on the computer or push the Select button so that both the on/off and Select lights are on and green.

Student Ad Ed Registration

Last Name	First Name	Student Name	REG1	REG2	REG4	REG5
Cook	Sherry	Greg Johnson				
Jones	Bob	Robert Ortega				
Smith	Janet					
Wyman	Barbara	Robert Longname				

This report prints the student registration status for adult education. The tutors need to register their students using form 619 each registration period. Therefore, this report is printed from the **RAP Tutor Monthly & Regis** file. Open the file and Sort your data however you want it printed BEFORE you go to the Reports menu. Most of the time you will want it sorted by the Tutors' last names. If so, just click on any last name, go up to Organize, pull down to Sort..., click on OK for an a->z sort.
Now go up to **Report**, pull down to **Select Report**; this is **Student Ad. Ed. Registration**; double click on the name of the report you want. Once in the report, go to **File**, pull down to **Print...** click on the print quality you want, change the number of copies you want, and finally, click on **OK**. That's it!

Additional hints:
Paper positioning -
Make sure that you always adjust the printer paper with either the printer power OFF (no green lights) or with the Select light off. (By the way, the Print Quality button is meaningless when you work on a Mac; it's for the poor people still functioning on the Apple // series of computers.) Advance the first sheet of paper — yes, you should always "waste" the first sheet or it can become caught and make a mess! — so that the page perforation is under the silver metal bar that holds the paper to the platen (roller).
Now, depending on whether you had the printer OFF or just the Select light OFF, turn on the computer or push the Select button so that both the on/off and Select lights are on and green.

Tutor Monthly Hours

Last Name	First Name	Student Name	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Qtr1	Qtr2	Qtr3	Qtr4	Total Yr Hours
Cook	Sherry	Greg Johnson	0	0	8	20									8	20	0	0	28
Jones	Bob	Robert Ortega	0	0	2	0									2	0	0	0	2
Smith	Janet		0	0	0										0	0	0	0	0
Wyman	Barbara	Robert Longname	0	0	6	12									6	12	0	0	18
			0	0			0	0	0	0	0	0	0	0	16	32	0	0	48

This report is printed from the **RAP Tutor Monthly & Regis** file. Open the file and Sort your data however you want it printed BEFORE you go to the Reports menu. Most of the time you will want it sorted by the Tutors' last names. If so, just click on any last name, go up to Organize, pull down to Sort..., click on OK for an a->z sort.
Now go up to **Report**, pull down to **Select Report**; this is **Tutor Monthy Hours;** double click on the name of the report you want. Once in the report, go to **File**, pull down to **Print...** click on the print quality you want, change the number of copies you want, and finally, click on **OK**. That's it! This report automatically totals the hours for each month, quarter, and YTD.

Additional hints:
Paper positioning -
Make sure that you always adjust the printer paper with either the printer power OFF (no green lights) or with the Select light off. (By the way, the Print Quality button is meaningless when you work on a Mac; it's for the poor people still functioning on the Apple *//* series of computers.) Advance the first sheet of paper — yes, you should always "waste" the first sheet or it can become caught and make a mess! — so that the page perforation is under the silver metal bar that holds the paper to the platen (roller).
Now, depending on whether you had the printer OFF or just the Select light OFF, turn on the computer or push the Select button so that both the on/off and Select lights are on and green.

Reading Assistance Program

ADULT LEARNER QUESTIONNAIRE

The purpose of this survey is to assist us in making improvements in the program to better serve your needs. As a learner in the program, your views are very important to us.

Answer all questions as honestly as you can. The answers you give will be kept private, so do not give your name. Thank you for your help.

---

1. How long have you been in the reading program?

   ___ a. 1-3 months
   ___ b. 4-6 months
   ___ c. 6-12 months
   ___ d. More than one year

2. Do you like the RAP program?

   ___ a. Yes
   ___ b. No
   ___ c. Not sure

3. Do you feel that you are making progress in reading?

   ___ a. Yes
   ___ b. No
   ___ c. Not sure

4. Do you find reading to be:

___	a.	Fun?	Yes	No	Not sure
___	b.	Hard work?	Yes	No	Not sure
___	c.	Boring?	Yes	No	Not sure
___	d.	Rewarding?	Yes	No	Not sure
___	e.	Confusing?	Yes	No	Not sure

5. Do you plan to continue in the RAP program?

   ___ a. Yes
   ___ b. No
   ___ c. Not sure

6. Would you recommend this program to a friend if you knew your friend wanted to learn to read?

   ___ a. Yes
   ___ b. No
   ___ c. Not sure

APPENDIX J

Now, we would like to know your views about computers.

7. Have you ever played any video games?

___ a. Yes
___ b. No
___ c. Not sure

8. Do you or any of your family have any video games at home?

___ a. Yes
___ b. No
___ c. Not sure

9. Have you ever had any contact with a computer at work?

___ a. Yes
___ b. No
___ c. Not sure

10. Have any of your children had contact with a computer at school?

___ a. Yes
___ b. No
___ c. Not sure

11. Do you have a computer at home?

___ a. Yes
___ b. No

If yes, who uses it? _____

12. Do you think a computer would be fun to work with?

___ a. Yes
___ b. No
___ c. Not sure

13. Do you think a computer could be helpful to you in learning to read?

___ a. Yes
___ b. No
___ c. Not sure

14. Would you like to have your tutor teach you using a computer?

___ a. Yes
___ b. No
___ c. Not sure

THANK YOU FOR YOUR HELP!!!

Reading Assistance Program
TUTOR QUESTIONNAIRE

The purpose of this survey is to assist us in making improvements in the program to better serve your needs. As a tutor in the program, your views are very important to us.

Answer all questions as honestly as you can. The answers you give will be kept private, so do not give your name. Thank you for your help.

---

1. How long have you been a tutor in the RAP program?

   ___ a. 1-3 months
   ___ b. 4-6 months
   ___ c. 6-12 months
   ___ d. More than one year

2. Do you like being a tutor in the RAP program?

   ___ a. Yes
   ___ b. No
   ___ c. Not sure

3. Do you feel that you are helping your student make progress in reading?

   ___ a. Yes
   ___ b. No
   ___ c. Not sure

4. Do you find tutoring to be:

___	a.	Fun?	Yes	No	Not sure
___	b.	Hard work?	Yes	No	Not sure
___	c.	Boring?	Yes	No	Not sure
___	d.	Rewarding?	Yes	No	Not sure
___	e.	Confusing?	Yes	No	Not sure

5. Do you plan to continue as a tutor in the RAP program?

   ___ a. Yes
   ___ b. No
   ___ c. Not sure

6. Would you recommend this program to a friend if you knew your friend wanted to teach people to read?

   ___ a. Yes
   ___ b. No
   ___ c. Not sure

APPENDIX K

Now, we would like to know your views about computers.

7. Have you ever played any video games?

___ a. Yes
___ b. No
___ c. Not sure

8. Do you or any of your family have any video games at home?

___ a. Yes
___ b. No
___ c. Not sure

9. Have you ever had any contact with a computer at work?

___ a. Yes
___ b. No
___ c. Not sure

10. Have any of your children had contact with a computer at school?

___ a. Yes
___ b. No
___ c. Not sure

11. Do you have a computer at home?

___ a. Yes
___ b. No

If yes, who uses it? _____

12. Do you think a computer would be fun to work with?

___ a. Yes
___ b. No
___ c. Not sure

13. Do you think a computer could be helpful to you in tutoring people to read?

___ a. Yes
___ b. No
___ c. Not sure

14. Would you like to try tutoring using a computer?

___ a. Yes
___ b. No
___ c. Not sure

THANK YOU FOR YOUR HELP!!!

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